



ITEC

Assess occupational competence in the work environment

VRQ

UV30564

Learner name:

Learner number:

H/601/5314



Assess occupational competence in the work environment

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The aim of this unit is to develop your performance to carry out assessments of occupational competence in a work environment.

Level

3

Credit value

6

GLH

30

Observation(s)

1

External Paper(s)

0



Assess occupational competence in the work environment

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Learning outcomes

On completion of this unit you will:

1. Be able to make assessment decisions about occupational competence
2. Be able to provide required information following the assessment of occupational competence
3. Be able to maintain legal and good practice requirements when assessing occupational competence
4. Be able to plan the assessment of occupational competence

Evidence requirements

1. Specific unit requirements

There must be evidence to cover all of the assessment methods listed in the unit.

As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

2. Simulation

Simulation is not allowed in this unit.

3. Achieving assessment criteria

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

4. Observation outcomes

There must be evidence of you carrying out a **minimum of two** assessments of **two** learners' occupational competence (**four assessments in total**). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another learner assessor who in turn is assessing someone else. **A minimum of one assessment must be observed.**

5. Range

All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.

6. Knowledge outcomes

There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

7. Tutor/Assessor guidance

You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.

8. External paper

There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Learning outcome 1

Be able to make assessment decisions about occupational competence

You can:

- a. Use valid, fair and reliable assessment methods including:
 - observation of performance
 - examining products of work
 - questioning the learner
 - discussing with the learner
 - use of others (witness testimony)
 - looking at learner statements
 - recognising prior learning
- b. Make assessment decisions of occupational competence against specified criteria
- c. Follow standardisation procedures
- d. Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Learning outcome 2

Be able to provide required information following the assessment of occupational competence

You can:

- a. Maintain records of the assessment of occupational competence, its outcomes and learner progress
- b. Make assessment information available to authorised colleagues
- c. Follow procedures to maintain the confidentiality of assessment information

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Learning outcome 3

Be able to maintain legal and good practice requirements when assessing occupational competence

You can:

- a. Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
- b. Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Learning outcome 4

Be able to plan the assessment of occupational competence

You can:

- a. Communicate the purpose, requirements and processes of assessing occupational competence to the learner

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Observation range

You must cover all the ranges listed:

Planning of assessment methods	Portfolio reference
Observation of performance in the work environment	
Examining products of work	
Questioning of learners	
Discussing with learners	
Use of others (witness testimony)	
Looking at learner statements	
Recognising prior learning	

Use of assessment methods	Portfolio reference
Observation of performance in the work environment	
Examining products of work	
Questioning of learners	
Discussing with learners	
Use of others (witness testimony)	
Looking at learner statements	
Recognising prior learning	

Learners	Portfolio reference
New to assessment	
Used to assessment	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

You must cover all the ranges listed:

Learners with a minimum of 1 specific need	Portfolio reference
Physical needs	
Literacy difficulties	
Language differences	

Assessment process	Portfolio reference
Assessment planning	
Standardisation	
Production of evidence	
Share information with internal personnel	
Completion of qualification	

Regulations and good practice requirements	Portfolio reference
Equality and diversity	
Bilingualism (if applicable)	
Health, safety and welfare	
Reasonable adjustments	
Appeals procedures	
Data protection and confidentiality	
Rules for appearance and behaviour	
Authenticity and validity of evidence	
Currency	
Sufficient evidence	
Occupational standards	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

You must cover all the ranges listed:

Verification	Portfolio reference
Internal verification	
External verification	
Sampling by verifiers	

Outcome	Portfolio reference
Competent	
Not competent	
Insufficient evidence	

Records	Portfolio reference
Assessor records	
Learner assessment record	
For centre	
For awarding organisation	

Feedback	Portfolio reference
Oral	
Written	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge



Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

Learning outcome 3

Be able to maintain legal and good practice requirements when assessing occupational competence

You can:	Portfolio reference
c. Evaluate own work in carrying out assessments of occupational competence	
d. Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	

Learning outcome 4

Be able to plan the assessment of occupational competence

You can:	Portfolio reference
b. Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none">• observation of performance in the work environment• examining products of work• questioning the learner• discussing with the learner• use of others (witness testimony)• looking at learner statements• recognising prior learning	
c. Plan the assessment of occupational competence to address learner needs and current achievements	
d. Identify opportunities for holistic assessment	

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to make assessment decisions about occupational competence

Use of assessment methods:

Observation of performance and examining products of work, questioning the learner, discussing with the learner and use of others (witness testimony), looking at learner statements, recognised prior learning, ensuring validity relevant to occupational standards, fairness relevant to opportunities for achievement of outcomes and ranges, value of a holistic approach, authenticity and sufficiency of evidence gathered, reliability relevant to standardisation procedures, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context.

Assessment decisions:

Against specified criteria, rationale and justification to be provided for assessment decisions, decisions are coherent, realistic, accessible and relevant, decisions show clearly that occupational competence has and has not been achieved, justifiable reasons are recorded fully.

Standardisation procedures:

In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment methods, paperwork, recording, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

Providing feedback to learners:

Coverage including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), effective use of body language and voice, positive, constructive and supportive feedback approach, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.

Learning outcome 2: Be able to provide required information following the assessment of occupational competence

Maintaining records:

Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/pro-formas, records of oral questioning and written assessment, alignment with centre and awarding organisation policies, legislative requirements for records.

Availability of assessment information:

To be shared with appropriate colleagues including internal and external verifiers, accessibility of information, different approaches including team meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

Maintaining confidentiality:

Suitable environment for providing learner feedback, safe recording and storage of information, data protection, legislative requirements for paper-based records, electronic safeguarding and security.

Learning outcome 3: Be able to maintain legal and good practice requirements when assessing occupational competence

Relevant policies, procedures and legislation:

Regulatory bodies including Ofqual, SQA, DfES, CCEA sector skills councils and awarding organisations, legislation including health and safety, and equality and diversity, procedures including, first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, organisational including standardisation and moderation of assessors, and continuing professional development.

Equality and diversity requirements:

Relevant legislation, codes of practice, requirements of awarding organisations, employment regulations and policies, promoting equality and diversity including bilingualism when appropriate, flexibility in planning, implementation, and quality assurance, provision of additional resources and support.

Evaluation of own work:

Self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

Maintaining currency:

Review of competence, setting goals and realistic targets, modification to assessment plans and practice, evidence based research and use of new technology, personal development planning, continuing professional development.

Learning outcome 4: Be able to plan the assessment of occupational competence

Plan assessment:

Identify assessment opportunities, plan time and venue, agree assessment plan with learner using a variety of assessment methods including observation of performance, products of work, written evidence (i.e. projects, assignments, independent papers and journals), questioning and discussion, witness testimony, learner statements and recognised prior learning, range opportunities, agree process of assessment.

Communication:

Coverage of assessment including purpose, requirements and process, use of communication and interpersonal skills including clarity, tone and pace of voice, body language, eye contact, sensitivity, positive approach, use of visual aids and other media (if required).

Addressing learner needs and current achievements:

Initial assessment of learners aligned with regulations and good practice requirements, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning, communication with relevant parties.

Holistic assessment:

Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, natural progression from one outcome to another in a work environment.

Notes

Use this area for notes and diagrams



Notes

Use this area for notes and diagrams



Notes

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